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| Week | | 1  4th Sept | 2  8th Sept | | | 3  18th Sept | 4  25th Sept | | 5  2nd Oct | | | | 6  9th Oct | | | | 7  16th Oct |
| Key Question | | Where do we Belong? | | | | | | | | | | | | | | | |
| School Value | | Concentrate, push yourself | | | | | | | | | | | | | | | |
| Links to careers | | Research, scientist, ecology, teacher, artist, traveller, travel agent, | | | | | | | | | | | | | | | |
| Enrichment opportunities | |  |  | | |  | Local area walks and post postcards. | | |  | | | | |  | |  |
| SMSC Links | | Voting for new school councillors. | School council to do a local traffic survey. | | | Recycle Week  Can we keep our classroom bins empty for a week? | National Fitness Day  Use playtimes to try out new activities. | | | 5th National Poetry Day  Poetry assembly | | | | | 10th National Mental Health Day  Each base to have a mindfulness yoga session. | | 16th World Food Day  Link to harvest food bank collection. |
| British Values | | Democracy, rule of law. | | | | | | | | | | | | | | | |
| Themed days | | **Arts Week**  **Pete McKee**  **Learning from others**   * I can look   at the work of different artists and talk about what they have done. |  | | |  |  | | |  | | | | |  | |  |
| Themed Assemblies | |  |  | | | **School council**   * How to   cross the road safely.   * Results of   the local traffic survey. | **The lives of significant individuals who have contributed to national and international events & achievements**   * I understand that people often cause change and this can have long term impact. | | | | | | | | | | **Express ideas and insights into religious and world views:**   * B1 – Ask and   respond to questions about what communities do and why. |
| **Who was Rosa Parks?**  [Rosa Parks - Black History Month - BBC Teach](https://www.bbc.co.uk/teach/school-radio/assemblies-rosa-parks-black-history-month/z9r3p4j) | | | | **The achievements of Katherine Johnson**  [BBC iPlayer - Our Black History Heroes - Series 1: 6. Katherine Johnson](https://www.bbc.co.uk/iplayer/episode/m000wfkj/our-black-history-heroes-series-1-6-katherine-johnson)  [CBeebies Black History Heroes | CBeebies House Presenters - YouTube](https://www.youtube.com/watch?v=JxDqg6c_r3I)  [NASA Trailblazer: Katherine Johnson | National Geographic - YouTube](https://www.youtube.com/watch?v=E4j_LpKzcZQ) | | | | **Who is Benjamin Zephaniah?**  [The One Show - Benjamin Zephaniah 29 06 2015 - YouTube](https://www.youtube.com/watch?v=PmGV-_zxwhs)  [Nature's Politics - YouTube](https://www.youtube.com/watch?v=6-8jz1GJhJs) (Nature’s Politics) | | **Harvest** |
| **Golden Thread**  **Forest School** | |  | | **To choose a tree to study over the year.**  **Y1** Chn to photograph, sketch and describe a tree in the school garden as the starting point to observe seasonal weather patterns.  **Y2** use prior knowledge of seasonal weather patterns to describe the tree. | **Science**  **Animals, including humans**  **Y1** Identify, name, draw and label basic parts of the human body and say which part of the body is associated with which sense.  **Animals, including humans**  **Y2** Find out about and describe the basic needs of animals, including humans, for survival (water, food, air, shelter, sleep). | | | **Science**  **Animals, including humans**  **Y1** Identify, name, draw and label basic parts of the human body and say which part of the body is associated with which sense.  **Animals, including humans**  **Y2** Describe the importance for humans of exercise, hygiene and eating the right amounts of different types of food. | | | | **Science**  **Working scientifically**   * Asking simple   questions and recognising that they can be answered in different ways.   * Observing closely   using simple equipment.   * Performing simple   tests.   * Gathering and   recording data to help in answering questions. | | **Science**  **Working scientifically**   * Asking simple   questions and recognising that they can be answered in different ways.   * Observing closely   using simple equipment.   * Performing simple   tests.   * Gathering and   recording data to help in answering questions. | |  | |
|  | | **Art & Design**  **Techniques (Carrying out and executing artistic tasks)**   * Colour: I can name   and use primary and secondary colours. | **Art & Design**  **Skills (The ability to do something well)**   * Painting: I can   paint using different brushes for different effects and learn to mix colours with different amounts of water. | | | **Art & Design**  **Skills (The ability to do something well)**   * Painting: I can   paint using different brushes for different effects and learn to mix colours with different amounts of water. | | | | **Art & Design**  **Techniques (Carrying out and executing artistic tasks)**   * Space: I consider   how my art will look as a whole, including if it is a part of a collective whole.  **Skills (The ability to do something well)**   * Painting: I can   paint using different brushes for different effects and learn to mix colours with different amounts of water.  **Learning from others**   * I can look at the   work of different artists and talk about what they have done. | | **Art & Design**  **Techniques (Carrying out and executing artistic tasks)**   * Space: I consider   how my art will look as a whole, including if it is a part of a collective whole.  **Skills (The ability to do something well)**   * Painting: I can   paint using different brushes for different effects and learn to mix colours with different amounts of water.  **Learning from others**   * I can look at the   work of different artists and talk about what they have done. | |  | |
| **WEEK** | | 1  4th Sept | | 2  8th Sept | 3  18th Sept | | | 4  25th Sept | | | | 5  2nd Oct | | 6  9th Oct | | 7  16th Oct | |
| **National Curriculum KS1** | |  | | | | | | | | | | | | | | END POINT | |
| **Substantive Knowledge** | |  | | **Know that to listen effectively, we must engage ears and minds simultaneously.** | **Know that we can make and change sounds with different parts of our bodies... hands, mouth/voice and feet.** | | |  | | | | **Know that wooden instruments produce a different sound to those made from metal or plastic.** | | Know that sounds can complement each other. | | Children should know that listening effectively enhances their ability to isolate and identify specific sounds in their environment. | |
| **Concepts** | |  | | | | | | | | | | | | | |  | |
| **Disciplinary skills** | **KS1** |  | |  |  | | |  | | | |  | |  | |  | |
| **Y1** |  | | **Concentrated listening.** | **Confident experimentation with body sounds.** | | |  | | | | **Learn correct methods to play each instrument.** | | Sing and play a simple percussion instrument simultaneously. | |  | |
| **Y2** |  | | **Enhanced listening for a specific quality of sound.** | **Change body sounds according to musical principles.** | | |  | | | | **Learn to group instruments according to sound.** | | Focus on tempo and pulse when singing and playing simultaneously. | |  | |
| **Key Stage 1** | | **Lesson:** | | **Lesson:**  **Y1 Play music, songs, rhymes to the children and point out specific features e.g., changing dynamics. Do the same with immediate sounds in the environment.**  **Y2 Listen to music of varying genres and ask children to list specific features. Try this with a soundscape too e.g., playground recording.** | **Lesson:**  **Y1 Give children time to experiment with body sounds. Split into groups to focus on body part then rotate the groups.**  **Y2 Listen to peers and give feedback. Can you make two different body sounds simultaneously?**  **Can you change the body sounds according to pitch, tempo or dynamics?** | | | **Lesson:** | | | | **Lesson:**  **Y1 Offer a variety of percussion instruments (tuned and untuned) Match pictures or concepts to the instruments after playing them.**  **Y2 group instruments according to sound and/or materials (wood, metal, plastic)**  **Compare quality of sound and experiment with combinations of instruments.** | | **Lesson:**  **Y1 Give children time in small groups to explore singing a simple rhyme/song and then add a clave or hand drum accompaniment.**  **Discuss steady tempo.**  **Y2 Revise concepts of tempo and pulse. Discuss which instruments are particularly effective in keeping time. Practise singing and playing simultaneously.** | | Address any misconceptions about the quality and nature of sounds made both by voices and particular instruments.  Test knowledge with matching games, quizzes and children’s own presentations. | |